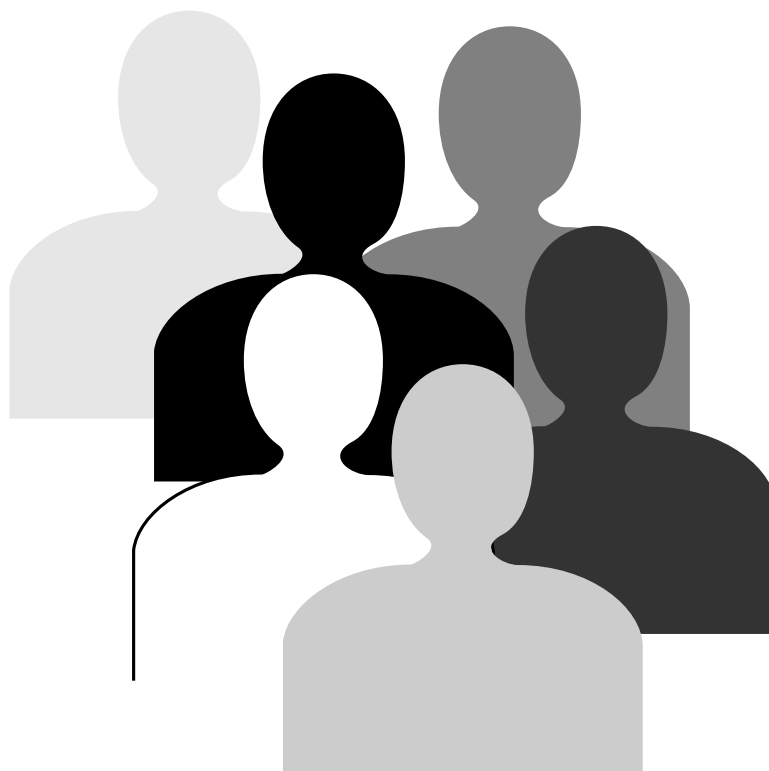


# **SAFE SCHOOLS** **and** **CRISIS MANAGEMENT**

*Guidelines, Strategies & Tools*



**Montana Office of Public Instruction**

**Monograph Series No. 10**

# ***SAFE SCHOOLS and CRISIS MANAGEMENT***

***Guidelines, Strategies & Tools***

***Montana Office of Public Instruction  
Safe and Drug-Free Schools and Communities Program***

This ***SAFE SCHOOLS and CRISIS MANAGEMENT Guidelines, Strategies and Tools*** booklet is provided as a self-assessment for districts to use with each of its schools to assess the district's and the school's safe school environment and plans for managing crisis.

Safety of our children is a primary concern of schools; thus, it is critically important that our schools provide a safe learning environment for our youth. This booklet is intended to provide guidance in shaping that environment.

The contents of this booklet have been developed for ease of use and for helping a district review its environmental design and crisis management planning. The booklet includes sections on the components of safe schools, elements of effective crisis management, examples of crisis management planning, and a comprehensive checklist for a safe and secure school.

The Office of Public Instruction's Safe and Drug-Free Schools and Communities Program hopes you will find this booklet useful in creating and maintaining the safest possible learning environment for Montana's students.

#### **ACKNOWLEDGEMENT**

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This document is available electronically at [www.metnet.state.mt.us](http://www.metnet.state.mt.us) under the Safe Schools icon.

## **IS YOUR SCHOOL PREPARED FOR A CRISIS?**

*Are you prepared if disaster strikes -- or just hoping that it won't?*

<b>Directions:</b> Answer "Yes" or "No" to each of the 25 items below		
1.		My district/school has a crisis plan.
2.		A crisis won't happen on my campus.
3.		There are established guidelines for school personnel to follow for disruptive students and gang activity.
4.		My district/school has written guidelines and procedures for managing crisis dealing with natural disasters, medical emergencies, mechanical breakdown, student and staff deaths.
5.		In the last school year, there has been a major crisis in my school.
6.		In the last school year, there has been a major crisis in my district.
7.		In the last school year, there has been a major crisis in a school in my state.
8.		Crises sometimes occur on or near school grounds.
9.		The neighborhood in which my school is located is near where drug deals frequently are made.
10.		Visitors are screened, required to sign in, and are issued passes while on school grounds.
11.		Emergency supplies are kept on hand and up-to-date.
12.		There is a system in place to alert all staff members of a major crisis, which enacts a "stay-put ruling" until further notice from the principal.
13.		If a student handed any staff member a loaded gun or if a staff member found a gun on campus, staff members would know the proper procedures associated with gun safety.
14.		Parents can be contacted quickly in emergency situations.
15.		Vandalism occurs frequently to school property.
16.		Lockers are assigned to all students in my school.
17.		My school adheres to a strict dress code and book bag policy--that is, clear or mesh book bags, no colors for gang identification, etc.
18.		There is an emergence of gangs in my community both for girls and boys.
19.		At least 20 percent of the students enrolled in my school have prior arrest records or are currently on probation.
20.		Students have been reporting that they are afraid to come to school because they fear personal harm.
21.		My school's truancy, suspension, expulsion, and dropout rates are increasing.
22.		My school employs one of the following: monitors, security guards, or resource officers.
23.		Drugs and weapons are accessible to students within a 20-minute radius of the school.
24.		My school and district have a trained crisis-response team.
25.		More than 35 percent of the students enrolled in my school are from single-parent families or are enrolled in special education.

## SCORING

*Give yourself one point for each "Yes" answer you put on the table on the previous page, then use the following descriptions to assess your perception of how prepared your district/school is for a crisis event.*

### **From 19 to 25 points:**

Experienced and realistic. Chances are you either experienced a crisis or there has been one in your school district. You understand the need for crisis management planning. Guidelines are probably in place, but not necessarily in a well-defined plan. You have researched the areas of crisis planning and crisis teams. Keep working toward improving your existing policies and guidelines, for your crisis team, and train your team and staff. Evaluate all existing procedures using a comprehensive approach. This might be the time to bring in resource agencies to review the plan you already have and to consult with experts in the field.

### **From 13 to 18 points:**

Thinking, but unprepared. Chances are you believe crises can occur on school grounds, but your school and district have been fortunate enough to have escaped one. You realize the need for crisis planning and you have general policies about crisis management, but you don't have a comprehensive crisis management plan. Put together a crisis planning task force to develop written policies and procedures that will become part of your comprehensive plan. Constantly revise the plans you develop.

### **From 7 to 12 points:**

At risk. Chances are you have policies that deal with minor incidents and your campus is typically quiet. Few if any fights occur; your major concerns are tardiness, truancy, and improving standardized test scores. Your staff members believe everything is all right and whatever happens will be handled. You should develop a crisis management plan, research other schools' plans, and form a crisis team. Become informed about crisis management.

### **From 0 to 6 points:**

The not-me syndrome. Chances are you believe crises happen only in other schools, in other districts, or, better yet, in other states. You are unprepared to deal with a major crisis. Get help immediately. Get a plan of any kind and review it. Develop one for your school without delay--as if your life and your students' lives depend on it.

--Adapted from a survey developed by Melissa Caudle and published in *The Executive Educator*, November 1994.

## ***GUIDELINES FOR SAFE SCHOOLS PLANS***

The following framework is offered for creating safe schools. A safe school is both a condition for and an outcome of an effective school. An orderly, disciplined and safe school is built upon the foundation of a school's total environment: physical, social, academic, and school-community relationship.

### **Definition of Safe and Effective Schools**

A safe and effective school is:

- ✓ perceived to be orderly, disciplined and safe by students, educators, and parents;
- ✓ where repeated absences, inadequate academic performance, or dropouts, withdrawals or transfers due to feeling afraid in school are progressively decreased to zero;
- ✓ where those factors that contribute to desired outcomes are progressively developed and nurtured;
- ✓ where any increase in reported incidents can be tied to: (a) improved detection and reporting of specified acts, and/or (b) consequent efforts to improve strategies to prevent or reduce such acts; and
- ✓ where specified problems or incidents of disruption, crime and violence are progressively decreased to zero.

### **Components of Safe Schools**

#### **Physical Environment**

**Grounds and Buildings:** Safe and effective schools have:

- Well-maintained facilities, grounds, and perimeters
- Controlled access to each facility, and surrounding grounds
- Notices controlling access and directing visitors and occupants around school property
- Well-lighted and sighted access and traffic areas

**Surveillance Support:** Safe and effective schools have:

- Staff prepared to respond to alarms or detection of security threats or violations
- Law enforcement officers, and trained staff and/or volunteers to patrol school property
- Essential, accessible and functional communication devices for various users' support of security.

**Policies and Procedures:** Safe and effective schools have:

- Policies that guide, direct, and limit access to and movement about school property
- Policies and procedures that guide responses to security violations

#### **Social/Cultural Environment**

**Expectations and Values:** Safe and effective schools have:

- Clearly stated and written expectations of behavior and conduct for all school participants
- Clearly stated and written consequences for inappropriate behavior and conduct for all school participants
- Established procedures for clear, consistent and equitable enforcement of policies, and personnel who are prepared to implement such procedures

**School Climate:** Safe and effective schools:

- Operate on the basis of "total quality" concepts (e.g., provides meaningful involvement and empowerment of all stakeholders)
- Promote mutual respect, acceptance, and affiliation among all stakeholders
- Create an environment that is free of threats and intimidation and is welcoming and inviting
- Do not tolerate or enable even subtle forms of disruption, crime, and harassment

### **Academic and Special Programs**

**Curriculum and Instruction:** Safe and effective schools have:

- Curriculum goals, integrated curricula, and educational programs that promote character education, effective social skills, problem solving and decision making, anger management and conflict resolution, and good citizenship
- Instruction that is tailored to student need, interest and abilities

**Alternative Education:** Safe and effective schools have alternative learning programs that:

- Reflect the curriculum and instruction standards identified for all schools
- Are connected with the regular education and other external programs so as to permit effective transitions of students between placements

**Extracurricular Programs:** Safe and effective schools have programs that:

- Appeal to and involve all segments of the student body

### **Parent and Community Involvement**

**Parental Support and Involvement:** Safe and effective schools have:

- Effective communication between parents and educators
- Parents who participate in each child's school and overall development and performance (e.g., academic, character, and conduct)
- Shared responsibility between parents and the school for student safety, discipline, and positive involvement in school
- Effective educational programs for parents to support the above

**Community Support and Involvement:** Safe and effective schools:

- Establish lines of communication with all relevant community agencies/organizations (e.g., law enforcement, mental health, social services, public health and juvenile justice)
- Help to broker quality supervised care and recreation for students outside of regular school hours
- Have access to essential data and information on the health and welfare of the community, which can be used to identify critical needs of and plan related programs and interventions for school stakeholders
- Participate and cooperate with relevant community agents toward collaborative strategic planning and policy and program development

## ***EFFECTIVE CRISIS MANAGEMENT***

*Five essential elements of effective crisis management in schools are:*

### **Policy and Leadership**

Policy provides both a foundation and a framework for action. The chances of effectively managing a crisis are increased with a district level plan and individual building plans which operate within the framework of the district plan but are tailored to the conditions and resources of the individual school. Leadership is necessary to ensure effective implementation of plans and maintenance of preparedness.

### **The Crisis Response Team**

A school Crisis Response Team can be a highly effective organizational unit for dealing with a variety of crises. Such teams can operate at three levels: individual school building, district wide, and community. Well-functioning teams at each level provide a network that can support action whenever crises arise.

### **The School Crisis Management Plan**

The plan should be in writing, updated as often as necessary, and given to every staff member. The plan should identify clearly what response is needed in each emergency situation so that staff members will know in advance how to react in time of crisis. (A Safety/Security Assessment Report found later in the booklet is a good starting point for crisis plan development and review.)

### **Communications**

When a crisis occurs, effective communication is essential -- within the building and the district, with parents and the community, and with the news media, which is often the fastest conduit to the public. Effective communication can speed the restoration of equilibrium; conversely, poor communication can make a bad situation much worse. Every Crisis Management Plan should include provision for a sensitive and professional communication plan.

### **Training and Maintenance**

Preparation for and response to crises rely on people understanding policies and procedures and knowing what they are to do. These are achieved through *training*. Maintaining preparedness is an ongoing process that involves debriefing following crises, periodic review and updating, and ongoing training.

*\*Adapted from the Virginia Department of Education Resource Guide for Crisis Management in Schools*



## ***What is Your Crisis Management Status?***

The next three pages offer checklists that may be useful in determining your crisis readiness.

### **Crisis Management Planning Checklist**

(Check off each item as you complete it during your crisis management planning)

- ☐ Define crisis for your school and district.
- ☐ Decide who will be in charge during a crisis.
- ☐ Select your Crisis Response Team.
- ☐ Develop appropriate policies and procedures for handling crisis situations (what to do before a crisis happens, when a crisis happens, and during post-crisis follow-up).
- ☐ Train the Crisis Response Team.
- ☐ Establish law enforcement, fire department and EMT liaisons.
- ☐ Establish a media liaison and a plan for communicating with the media.
- ☐ Establish a working relationship with community service providers and develop a list of telephone numbers and contact persons.
- ☐ Set up phone trees.
- ☐ Create or reserve space for service providers involved in crisis management and for community meetings.
- ☐ Develop and print forms to assist in crisis management.
- ☐ Develop a plan for emergency coverage of classes.
- ☐ Establish a code to alert staff.
- ☐ Develop a collection of readings and sample letters to parents.
- ☐ Obtain a legal review of crisis response procedures and forms.
- ☐ Practice crisis alerts periodically through the year .
- ☐ Establish procedures for annual in-service of new staff and update/review for all staff.
- ☐ Periodic district-wide training of all substitute staff.

## **STAFF SKILLS INVENTORY**

*(sample form to inventory skills which may be helpful in a crisis)*

Name: \_\_\_\_\_ Room #: \_\_\_\_\_

Please check any of the following in which you have expertise or training:

Emergency response:

- |  |   |   |                                    |
|--|---|---|------------------------------------|
| <input type="checkbox"/> CPR                                   | <input type="checkbox"/> EMT                  | <input type="checkbox"/> CB Radio                 | <input type="checkbox"/> Ham Radio |
| <input type="checkbox"/> First Aid                             | <input type="checkbox"/> Search & Rescue      | <input type="checkbox"/> Grieving children/adults |                                    |
| <input type="checkbox"/> Law Enforcement Source                | <input type="checkbox"/> Emergency Management |   |                                    |
| <input type="checkbox"/> Critical Incident Stress Debriefing   | <input type="checkbox"/> Fire fighting        |   |                                    |
| <input type="checkbox"/> Critical Incident Procedures Training | <input type="checkbox"/> Other _____          |   |                                    |
| <input type="checkbox"/> Bi/multilingual Language(s): _____    |   |   |                                    |

Using information gathered in the staff skills inventory, lists such as the following can be developed:

### **STAFF WITH SKILLS IN MEDICAL CARE**

Name	Room #	Training/Certification
_____	_____	_____
_____	_____	_____
_____	_____	_____

### **BI/MUTILINGUAL STAFF MEMBERS**

Name	Room #	Language(s)
_____	_____	_____
_____	_____	_____
_____	_____	_____

### **STAFF MEMBERS WITH COMMUNICATION TRAINING/EQUIPMENT**

Name	Room #	Training/Equipment
_____	_____	_____
_____	_____	_____
_____	_____	_____

### **CRISIS MANAGEMENT "TOOL BOX" EXAMPLE**

*(These items should be assembled as part of your crisis management planning and preparation, and placed in an easily accessible location)*

- ☐ Responsibilities checklist--who does what.
- ☐ Faculty/staff roster with: (1) emergency phone numbers and (2) indicating those with first aid, CPR and/or EMT training.
- ☐ School map with location of: (1) exits, (2) school phones or other telecommunication equipment, and (3) first aid kits.
- ☐ Blueprints of school building(s), including utilities.
- ☐ Map of evacuation route(s).
- ☐ Keys to all doors in the school facility.
- ☐ Phone lists:
  - Community Emergency Numbers
    - General emergency number: 911
    - Ambulance
    - Poison Control Center
    - Local Hospital
    - Police Department/Sheriff/State Police
    - Fire Department
  - School Numbers
    - Extension numbers for school security, school health nurse, guidance services and other support staff.
  - Other Resource Numbers
    - Home/work telephone numbers of parent networks, school volunteers, local clergy, funeral home directors and other resources previously identified.
- ☐ Student roster, including phone numbers for parents.
- ☐ Master schedule.
- ☐ ID badges, sign-in sheets and resource kits for crisis response team members and community resource people.
- ☐ Sample statements/letters for use in notifying faculty, students, and parents about crisis incident.
- ☐ Crisis response equipment (such as two-way radios or cellular telephones).

## COMPREHENSIVE SAFETY/SECURITY ASSESSMENT REPORT

This checklist will aid in determining your school safety and security, and assist in crisis management development and review.

The checklist is designed to help school safety planners review the **physical**, **organizational** and **learning** components of a school.

<b>PHYSICAL COMPONENTS</b>
----------------------------

### 1. Driveway and Parking Lots

- a) How many driveway/street entrances are there to your campus? \_\_\_\_\_
- b) How many of these are marked by a "No Trespassing" sign? \_\_\_\_\_

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| c) Are drives/parking lots clearly marked with directional arrows or signs?    | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Do you have adequate parking spaces for:                                    |                          |                          |
| Staff?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Students?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Buses?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Visitors?  | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Are visitors' parking spaces clearly marked?                                | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Are visitors' spaces near the main entrance?                                | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Are parking lots monitored by staff during the beginning and end of school? | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Are speed bumps used to reduce speeding/cruising?                           | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Do your buses load/unload in a separate area from car riders and staff?     | <input type="checkbox"/> | <input type="checkbox"/> |

### 2. Landscaping Features

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| a) Do existing bushes, trees, etc., restrict visibility at entrances and exits to buildings?    | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Does existing landscaping provide hiding places for prowlers or intruders?                   | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Can access to windows or the roof of your building be gained from trees or other structures? | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Is the perimeter of your school fenced?  | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Are the playground areas fenced?   | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Are all fencing and gates in good condition?   | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Can the playground area be seen easily and directly from the school?                         | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Can the police access all parts of your campus by vehicle?                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Do you have problems with non-students "cutting through" your campus?                        | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Are the boundaries of your campus posted as property of the school district?                 | <input type="checkbox"/> | <input type="checkbox"/> |

### 3. Exterior Lighting

- |                                      | Yes                      | No                       |
|--------------------------------------|--------------------------|--------------------------|
| a) Do you have adequate lighting in: |                          |                          |
| Parking Lots?                        | <input type="checkbox"/> | <input type="checkbox"/> |
| Building Entrances and Exits?        | <input type="checkbox"/> | <input type="checkbox"/> |
| Walkways?                            | <input type="checkbox"/> | <input type="checkbox"/> |
| Other _____                          |                          |                          |

### 4. Building Exteriors

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| a) Is there a primary entrance for visitors?  | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Is a route from the parking lot to this entrance clearly marked?                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Is there signage at the entrance directing visitors to the office?                               | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Must all visitors report to and sign in at the school office?                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Do you limit access to buildings during school hours by locking exterior doors from the outside? | <input type="checkbox"/> | <input type="checkbox"/> |

	Yes	No
f) How many exterior doors remain unlocked from the outside during school hours? _____		
g) Do all exterior doors locks and latches work properly?	<input type="checkbox"/>	<input type="checkbox"/>
h) Do you have doors where repeat break-ins have occurred? If so, where? _____	<input type="checkbox"/>	<input type="checkbox"/>
i) Have improvements been made at this location to prevent future occurrences?	<input type="checkbox"/>	<input type="checkbox"/>
j) Do you have windows where repeat break-ins have occurred?	<input type="checkbox"/>	<input type="checkbox"/>
k) Have improvements been made at this location to prevent future occurrences?	<input type="checkbox"/>	<input type="checkbox"/>
l) Do all window locks work properly?	<input type="checkbox"/>	<input type="checkbox"/>
m) Is shatter resistant glass used in doors/windows/display cases?	<input type="checkbox"/>	<input type="checkbox"/>
n) Is someone designated to lock all the exterior doors at the end of the day? Who? _____	<input type="checkbox"/>	<input type="checkbox"/>
o) Is someone designated to lock all the windows at the end of the day? Who? _____	<input type="checkbox"/>	<input type="checkbox"/>
p) Do all staff members have exterior door keys?	<input type="checkbox"/>	<input type="checkbox"/>
q) All doors are on a master key system, which includes: Key inventory list	<input type="checkbox"/>	<input type="checkbox"/>
List of numbered keys and to whom issued	<input type="checkbox"/>	<input type="checkbox"/>
r) Policy-all staff to return keys at year-end?	<input type="checkbox"/>	<input type="checkbox"/>
s) Can access be easily gained to the roof or your building? If so, how? _____	<input type="checkbox"/>	<input type="checkbox"/>

#### 5. **Building Interiors**

	Yes	No
a) Can classroom doors be secured from the inside?	<input type="checkbox"/>	<input type="checkbox"/>
b) Can windows (outside & interior) be covered when needed?	<input type="checkbox"/>	<input type="checkbox"/>
c) Is the office area, media center, computer lab and/or cafeteria keyed differently than the exterior door?	<input type="checkbox"/>	<input type="checkbox"/>
d) Are spare keys secured?	<input type="checkbox"/>	<input type="checkbox"/>
e) Do you have a list of all staff members with school keys?	<input type="checkbox"/>	<input type="checkbox"/>
f) If money is left in the building overnight, is it secured?	<input type="checkbox"/>	<input type="checkbox"/>
g) Are any interior lights left on at night? If yes, which ones are left on? _____	<input type="checkbox"/>	<input type="checkbox"/>

#### 6. **Alarm Systems and Cameras**

	Yes	No
a) Does your school have an alarm system? Silent alarm? _____ Audible alarm? _____	<input type="checkbox"/>	<input type="checkbox"/>
b) Does the alarm provide security for: Exterior Doors? (How Many? _____)	<input type="checkbox"/>	<input type="checkbox"/>
Office?	<input type="checkbox"/>	<input type="checkbox"/>
Media Center?	<input type="checkbox"/>	<input type="checkbox"/>
Computer Lab?	<input type="checkbox"/>	<input type="checkbox"/>
Cafeteria?	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms?	<input type="checkbox"/>	<input type="checkbox"/>
Shop Area?	<input type="checkbox"/>	<input type="checkbox"/>
Other? _____ (Please list)		
Other? _____ (Please list)		
c) Is your alarm system working properly?	<input type="checkbox"/>	<input type="checkbox"/>
d) Is your fire alarm system working properly?	<input type="checkbox"/>	<input type="checkbox"/>
e) Do you have a surveillance camera system at your school?	<input type="checkbox"/>	<input type="checkbox"/>

## 7. **Communications**

- |   |   |                          |                          |
|---|---|--------------------------|--------------------------|
| a) How many mobile classrooms does your school have?        | _____   |                          |                          |
| b) How many regular classrooms does your school have?       | _____   |                          |                          |
| c) How many mobile classrooms have telephones?              | _____   |                          |                          |
| d) How many regular classrooms have telephones?             | _____   |                          |                          |
|   |   | <b>Yes</b>               | <b>No</b>                |
| e) Can these phones be used to call outside the school?     |   | <input type="checkbox"/> | <input type="checkbox"/> |
| f) How many mobile classrooms have intercoms?               | _____   |                          |                          |
| g) How many regular classrooms have intercoms?              | _____   |                          |                          |
| h) Do you have any classrooms without communications?       |   | <input type="checkbox"/> | <input type="checkbox"/> |
|   | (If so, how many? _____)                      |                          |                          |
| i) Do you use walkie talkies?                               | (If so, how many? _____)                      | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Do you use cellular phones?                              | ((f so, how many? _____)                      | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Do you have a system of codes or alerts for emergencies? |   | <input type="checkbox"/> | <input type="checkbox"/> |
|   | If so, briefly describe: _____                |                          |                          |
| l) Do you have a lock down procedure for emergencies?       |   | <input type="checkbox"/> | <input type="checkbox"/> |
|   | If so, when was the last practice date? _____ |                          |                          |

## 8. **General Security**

- |   |                 |                          |                          |
|---|-----------------|--------------------------|--------------------------|
| a) Do faculty and staff wear identification badges?                 |                 | <b>Yes</b>               | <b>No</b>                |
| b) Do visitor(s) wear identification badges while at school?        |                 | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Does faculty approach visitors without identification?           |                 | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Did your school have any break-ins two years ago?                |                 | <input type="checkbox"/> | <input type="checkbox"/> |
|   | How many? _____ |                          |                          |
| e) Did your school have any break-ins last year?                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |
|   | How many? _____ |                          |                          |
| f) Do you have any areas of the campus where repeated thefts occur? |                 | <input type="checkbox"/> | <input type="checkbox"/> |
|   | Where? _____    |                          |                          |
| g) Emergency drills are practiced throughout the school year        |                 | <input type="checkbox"/> | <input type="checkbox"/> |
|   | Fire            | <input type="checkbox"/> | <input type="checkbox"/> |
|   | Earthquakes     | <input type="checkbox"/> | <input type="checkbox"/> |
|   | Lock down       | <input type="checkbox"/> | <input type="checkbox"/> |
|   | Other _____     |                          |                          |

## 9. **Monitoring**

School has adequate staff or volunteers available for monitoring the areas listed below:

- |                                  |                          |                          |
|----------------------------------|--------------------------|--------------------------|
|                                  | <b>Yes</b>               | <b>No</b>                |
| a) Immediate school neighborhood | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Parking lots                  | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Cafeteria                     | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Gymnasium                     | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Restrooms                     | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Hall ways                     | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Storage rooms                 | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Classrooms                    | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Buses                         | <input type="checkbox"/> | <input type="checkbox"/> |
| j) School playgrounds            | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Athletic field and grounds    | <input type="checkbox"/> | <input type="checkbox"/> |

**10. Safety Review**

School has completed a safety review that includes the following areas:		Yes	No
a)	Immediate neighborhood including commercial areas	<input type="checkbox"/>	<input type="checkbox"/>
b)	Parking lot	<input type="checkbox"/>	<input type="checkbox"/>
c)	Playground	<input type="checkbox"/>	<input type="checkbox"/>
d)	Stadium/athletic fields/courts	<input type="checkbox"/>	<input type="checkbox"/>
e)	Out buildings	<input type="checkbox"/>	<input type="checkbox"/>
f)	Building exterior/windows	<input type="checkbox"/>	<input type="checkbox"/>
g)	Roof	<input type="checkbox"/>	<input type="checkbox"/>
h)	Entrances	<input type="checkbox"/>	<input type="checkbox"/>
i)	Hallways/Stair wells	<input type="checkbox"/>	<input type="checkbox"/>
j)	Storage rooms/closets	<input type="checkbox"/>	<input type="checkbox"/>
k)	Rest rooms	<input type="checkbox"/>	<input type="checkbox"/>
l)	Office areas	<input type="checkbox"/>	<input type="checkbox"/>
m)	Cafeteria/kitchen	<input type="checkbox"/>	<input type="checkbox"/>
n)	High value rooms	<input type="checkbox"/>	<input type="checkbox"/>
o)	Science/tech lab	<input type="checkbox"/>	<input type="checkbox"/>
p)	Fire/Industrial Art	<input type="checkbox"/>	<input type="checkbox"/>
q)	Library	<input type="checkbox"/>	<input type="checkbox"/>
r)	Gymnasium	<input type="checkbox"/>	<input type="checkbox"/>
s)	Basement/utility tunnels	<input type="checkbox"/>	<input type="checkbox"/>

ORGANIZATIONAL COMPONENTS
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		Yes	No
1.	District has developed its policies with input from schools, parents, students, and community groups.	<input type="checkbox"/>	<input type="checkbox"/>
2.	District communicates policies and procedures in a variety of ways to ensure that students, parents, community members and school staff know what they are and understand what they mean.	<input type="checkbox"/>	<input type="checkbox"/>
3.	Staff members understand and implement their roles and responsibilities in carrying out policies.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Policies comply with federal and state laws (e.g., federal and state Gun-Free Schools Acts)	<input type="checkbox"/>	<input type="checkbox"/>
5.	Policies cover all school activities that occur on and off school grounds, in school vehicles, during and after school hours.	<input type="checkbox"/>	<input type="checkbox"/>
6.	School has a comprehensive student assistance program (SAP).	<input type="checkbox"/>	<input type="checkbox"/>
7.	School has effective communication between parents and teachers.	<input type="checkbox"/>	<input type="checkbox"/>
8.	School conducts systematic health and safety issues training for staff.	<input type="checkbox"/>	<input type="checkbox"/>
9.	There is a student code of conduct that emphasizes the student's responsibility for safe, disciplined, and drug-free behavior and it is communicated in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>
10.	School ensures that penalties for violations are applied uniformly, fairly, and consistently.	<input type="checkbox"/>	<input type="checkbox"/>

		Yes	No
11.	Procedures contain a continuum of consequences that reflect the severity of the violations.	<input type="checkbox"/>	<input type="checkbox"/>
12.	School systematically maintains computerized records on student policy violations.	<input type="checkbox"/>	<input type="checkbox"/>
13.	School has a crisis management plan (for example: student deaths, strangers on the grounds, emergency procedures) with clearly defined and communicated roles for all personnel.	<input type="checkbox"/>	<input type="checkbox"/>
14.	School has a system in place that allows students to make school personnel aware of dangerous, illegal and threatening activities.	<input type="checkbox"/>	<input type="checkbox"/>
15.	School has an agreement with the local law enforcement agency regarding sharing information and reporting violations of criminal laws.	<input type="checkbox"/>	<input type="checkbox"/>
16.	School has policies for the areas shown below:		
	<i>Indicate "Yes" or "No"</i>		
	Alcohol, tobacco, drugs possession/sales	_____	_____
	Assault	_____	_____
	Bomb threats	_____	_____
	Bullying/hazing	_____	_____
	Dealing with media in a crisis	_____	_____
	Discipline	_____	_____
	Dress codes	_____	_____
	Electronic equipment	_____	_____
	Excessive absences	_____	_____
	Truancy	_____	_____
	Gangs	_____	_____
	Graffiti clean-up	_____	_____
	Prescription medication	_____	_____
	Student harassment	_____	_____
	Releasing children from school	_____	_____
	Safety of extracurricular activities	_____	_____
	Vandalism	_____	_____
	Weapons	_____	_____



<b>LEARNING COMPONENTS</b>
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	Yes	No
1. School has a regularly reviewed mission statement which is developed by and widely shared with staff, students, parents and the community.	<input type="checkbox"/>	<input type="checkbox"/>
2. Students know what is expected of them both academically and behaviorally (for example, all children are expected to learn, all people are to be treated with respect.)	<input type="checkbox"/>	<input type="checkbox"/>
3. Students and staff feel a "sense of belonging to" and involvement with the schools.	<input type="checkbox"/>	<input type="checkbox"/>
4. Students and staff generally feel physically and psychologically secure from physical and verbal attacks.	<input type="checkbox"/>	<input type="checkbox"/>
5. Parents and community members are welcome in the school and work with staff and students to develop a sense of community.	<input type="checkbox"/>	<input type="checkbox"/>
6. School has educators who routinely model empathy, caring, empowerment of students and respect for others.	<input type="checkbox"/>	<input type="checkbox"/>
7. School conducts an on-going evaluation of all aspects of the prevention program and modifies program based on evaluation results.	<input type="checkbox"/>	<input type="checkbox"/>
8. School provides safety programs that utilize students (for example, police/student link conflict resolution, peer mediation teams, youth court.)	<input type="checkbox"/>	<input type="checkbox"/>
9. School has implemented a culturally and developmentally appropriate prevention curriculum that utilizes skill-based teaching methods and the it occurs at an effective prevention level.	<input type="checkbox"/>	<input type="checkbox"/>
The curriculum emphasizes the skills and concepts of:		
	<b>Yes</b>	<b>No</b>
Social competencies?	_____	_____
Drug resistance skills?	_____	_____
Positive peer influence?	_____	_____
Anti-drug social norms?	_____	_____
Conflict resolution skills?	_____	_____
Risk and protective factors?	_____	_____
Building resiliency?	_____	_____
10. School provides services for counseling, psychological, speech, hearing, nursing, first aid, and social work for all students.	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
11. School identified students with social, academic, emotional substance abuse or health needs and matches them to school and community resources (for example, through a school assistance team.)	<input type="checkbox"/>	<input type="checkbox"/>
12. School has a crisis team available for on-going planning and follow-up for students experiencing difficulties.	<input type="checkbox"/>	<input type="checkbox"/>
13. School offers an educational program for students who have been suspended/expelled from the regular classroom.	<input type="checkbox"/>	<input type="checkbox"/>
14. Staff has access to an employee assistance program (EAP) including support services such as counseling, mental health services and alcohol/drug treatment.	<input type="checkbox"/>	<input type="checkbox"/>
15. School provides opportunities for parent education around safety issues.	<input type="checkbox"/>	<input type="checkbox"/>
16. School has a crisis networking system for parents (for example, phone tree.)	<input type="checkbox"/>	<input type="checkbox"/>
17. School provides supervised programs for children before and after school.	<input type="checkbox"/>	<input type="checkbox"/>
18. School has partnerships with community sites, such as businesses, homes, and churches, that could provide safe havens for students going to and from school.	<input type="checkbox"/>	<input type="checkbox"/>
19. Safety issues (violence, gangs, drugs) are addressed by an advisory group that represents parents, businesses, law enforcement and other community interests.	<input type="checkbox"/>	<input type="checkbox"/>
20. School has school/business/community partnerships focused on promoting school success	<input type="checkbox"/>	<input type="checkbox"/>

*Adapted from Cumberland County, NC, School System and  
Franklin County Educational Council, Columbus, OH*

## ***Sample of Web Site References Concerning School Safety***

<http://www.nsscl.org/>

National School Safety Center

<http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html>

Early Warning, Timely Response: A Guide to Safe Schools

<http://www.colorado.edu/UCB/Research/cspv>

Center for the Study and Prevention of School Violence

<http://www.ncjrs.org/ojdp>

Office of Juvenile Justice and Delinquency Prevention

<http://www.ed.gov/offices/OESE/SDFS/actguid/index..html>

Creating Safe and Drug-Free Schools

<http://www.center-school.org/css.home.htm>

Center for Safe Schools

<http://www.ncsu.edu/cpsv>

Center for the Prevention of School Violence

<http://www.nspra.org/>

National School Public Relations Association

<http://www.schoolsecurity.org>

School Security Resources

<http://www.safetyzone.org>

National Resource Center for Safe Schools

<http://www.uncg.edu/edu/ericcass/violence/safety>

School Safety Resources

<http://www.nsba.org>

National School Boards Association

<http://safeschools.org>

National Alliance for Safe Schools

<http://www.metnet.state.mt.us>

Montana Office of Public Instruction's Safe School Site

***SAFE SCHOOLS and CRISIS MANAGEMENT Guidelines, Strategies and Tools*** was distributed to all school district superintendents in September 1999 by the Montana Office of Public Instruction

For additional information you can access the Montana Safe and Drug-Free Schools and Communities Program's "Safe Schools" website at  
*[www.metnet.state.mt.us](http://www.metnet.state.mt.us)*

***Safe and Drug-Free Schools and Communities  
Montana Office of Public Instruction  
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